

College Readiness and Postsecondary Education in Kentucky



**Presentation by Robert L. King, CPE President
Hunt Institute and SREB's "Advancing a Statewide College and
Career Readiness Agenda"
October 1, 2012**

2012 High School Graduates **Ready** for College-Level Work Defined by KY College Readiness Benchmarks

Kentucky benchmarks=ACT subject scores of 18 in English, 19 in math, and 20 in reading (social sciences)

English:



Math:



Reading:



Science*:

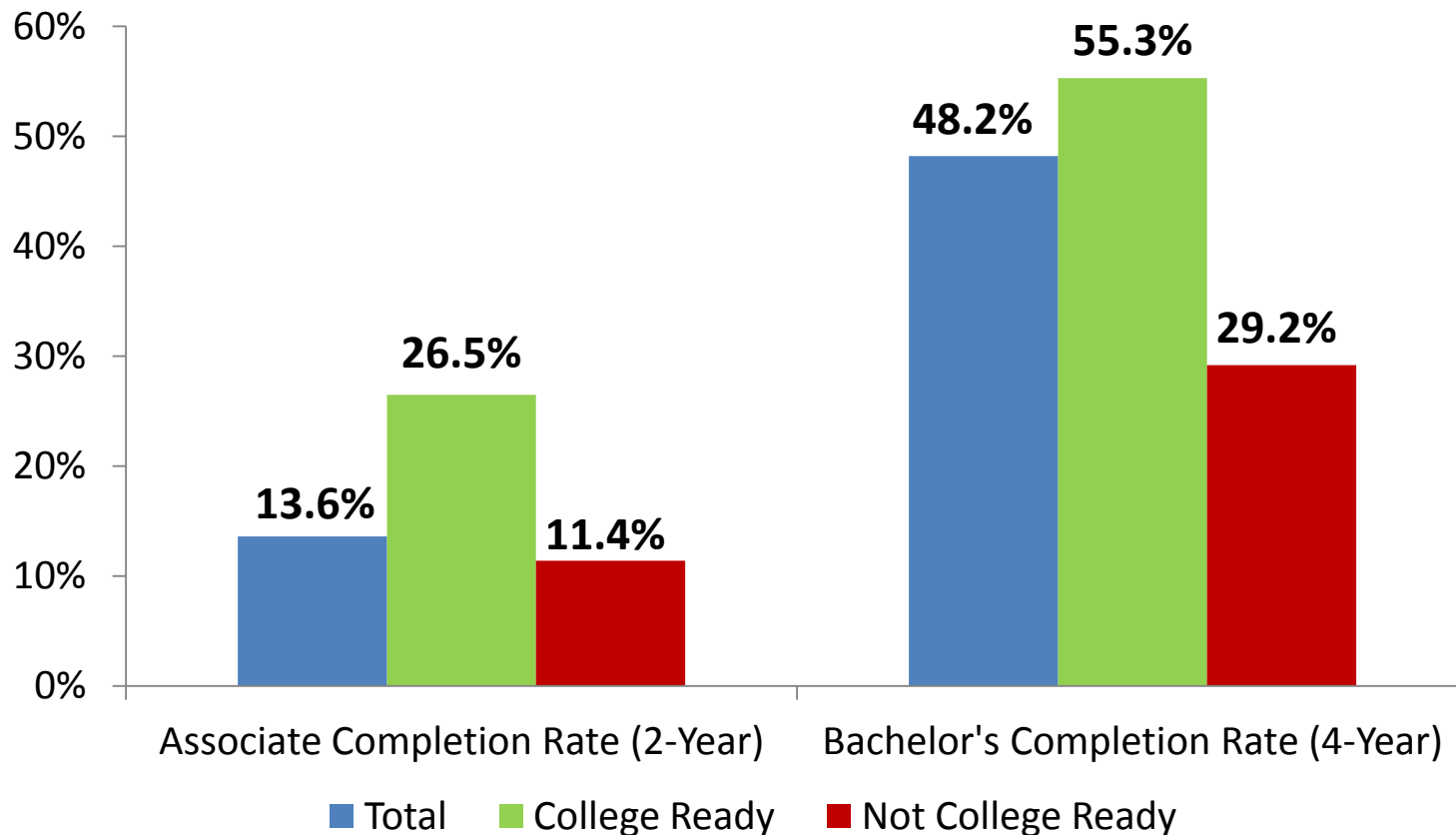


*KY does not have a benchmark for science; this result is based on the ACT national benchmark of 24.

Graduation Rate Gaps

Underprepared Students

System completion rates of full-time, first-time associate and baccalaureate students who entered a KY public or independent university and completed a degree at any in-state public or independent institution, by college readiness at entry.

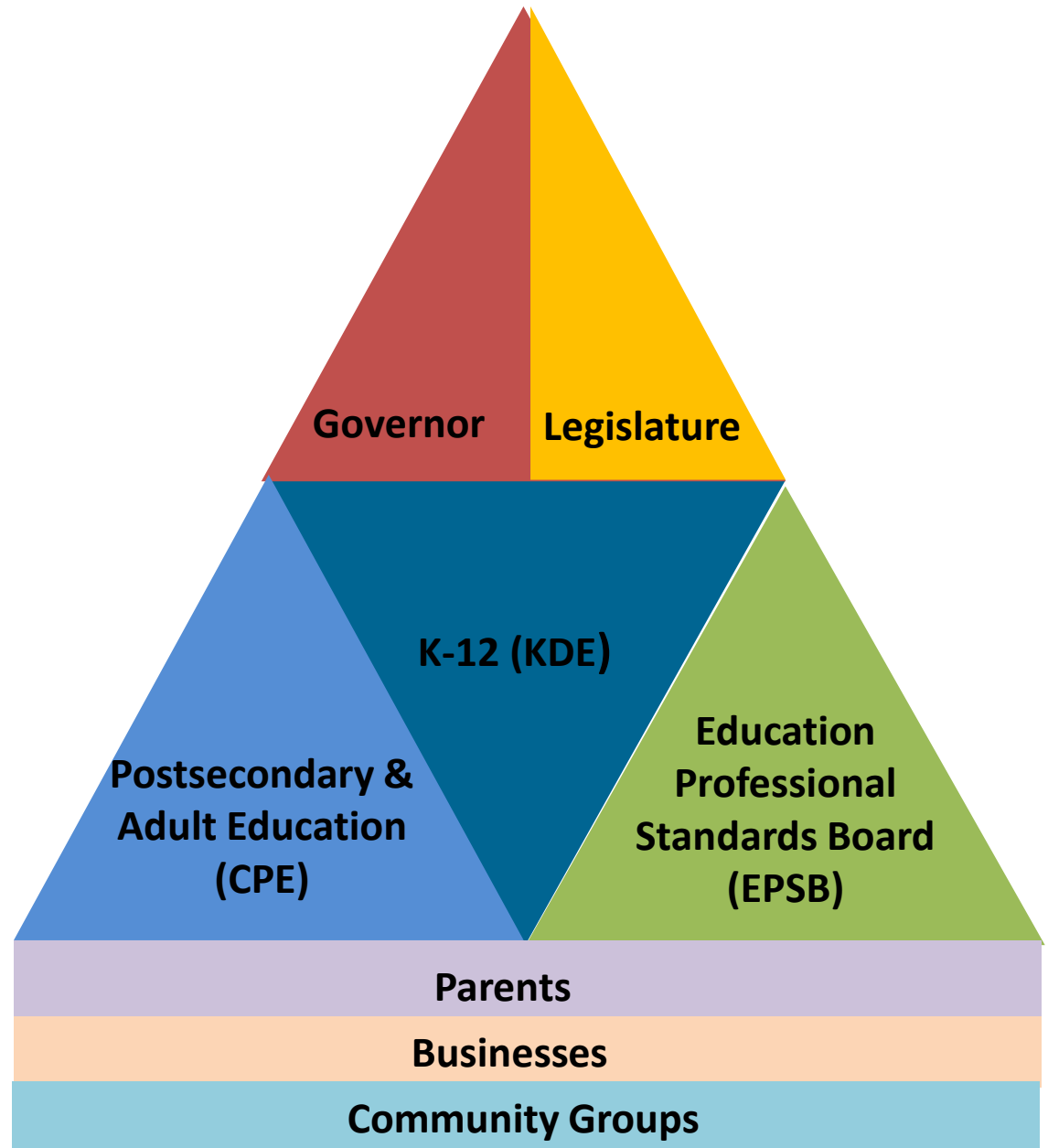


Senate Bill 1 (2009)

**The
Kentucky
General
Assembly
passed
Senate Bill 1
in 2009.**



SB 1 partners include:



SB 1 Goals

- Reduce college remediation of recent high school graduates by at least 50%
- Increase college completion rates of developmental students by 3% annually



SB 1 Called for New Standards

- Fewer but more in-depth
- Clearer
- Deeper
- Internationally competitive
- Aligned with postsecondary standards



Unified Strategy for College and Career Readiness

- Accelerated learning opportunities
- Secondary intervention programs
- College and career readiness advising
- Postsecondary college persistence and degree completion

Commonwealth Commitment

- Signed by college and university presidents, KDE commissioner, CPE President, and legislators.
- Pledge to work collaboratively to improve student transitions and implement the Unified Strategy.



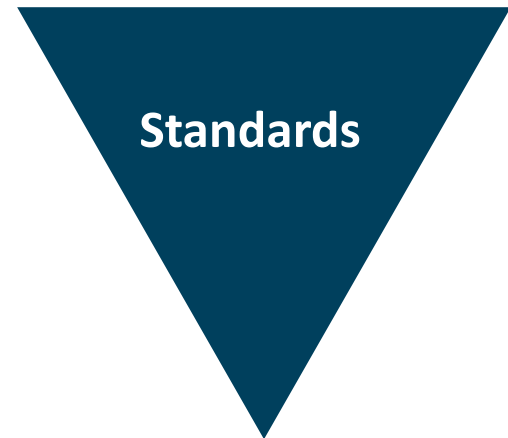
A photograph of two students, a young man and a young woman, sitting at a table in a library or study area. They are both looking down at papers on the table. The young man is wearing a dark jacket over a white shirt, and the young woman is wearing a red shirt. Bookshelves filled with books are visible in the background.

IMPLEMENTING SB 1: Putting the Pieces Together



Develop New Standards

- Reached agreement on what constitutes “readiness.”
- Joined NGA and CCSSO effort to develop new common core standards.
- Recruited over 100 faculty members to review draft standards.
- Created Kentucky buy-in and confidence that new standards fulfill expectations.
- Kentucky Adult Education adopted the Common Core Standards.



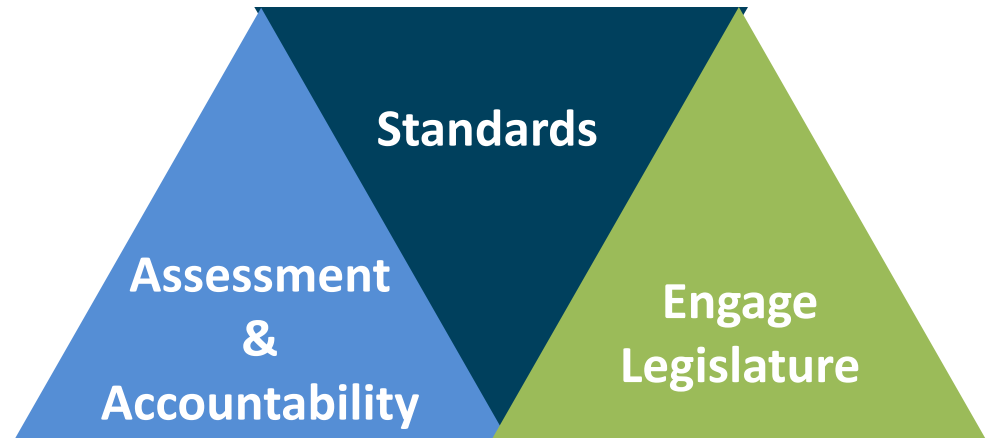
Develop New Assessments

- Developed assessment tools to demonstrate that students are learning what they need to know.
- Developed common learning outcomes and readiness indicators using ACT, SAT, Compass, and KYOTE.
- Participating in the PARCC consortium.



Keep the Legislature Engaged & Informed

- Created SB 1 steering committee including legislative leadership, CPE, KDE, EPSB and Governor's Office.
- Kept legislators apprised of progress.
- Demonstrated financial needs to fund necessary professional development.
- Received appropriation of \$6M, plus \$1.5M recurring funds.



How the \$6M Was Used



**Built capacity
at CPE to
create web-
based training
materials**

**Train-the-
trainer model
for campus-
based
professional
development
with 2,660
faculty trained
to date**

**Grants to
campuses to
develop
understanding
of common core
standards and
impact on
curriculum**

**Competitive
grants for 3
regional KY
Partnership
Academies to
work with
teachers to
implement
common core
standards**

**Competitive
grants for
ongoing,
sustained
PD for
college
faculty**

**Grant to
evaluate
PD
efforts**

Develop Strategy to Build Public Support

- Educate public about SB 1 and need for more rigor.
- Partner with Prichard Committee and local and national foundations to develop informational materials.
- Support from the Gates Foundation to hold a series of informational sessions presented by Commissioner Holliday and State Chamber of Commerce.



Progress

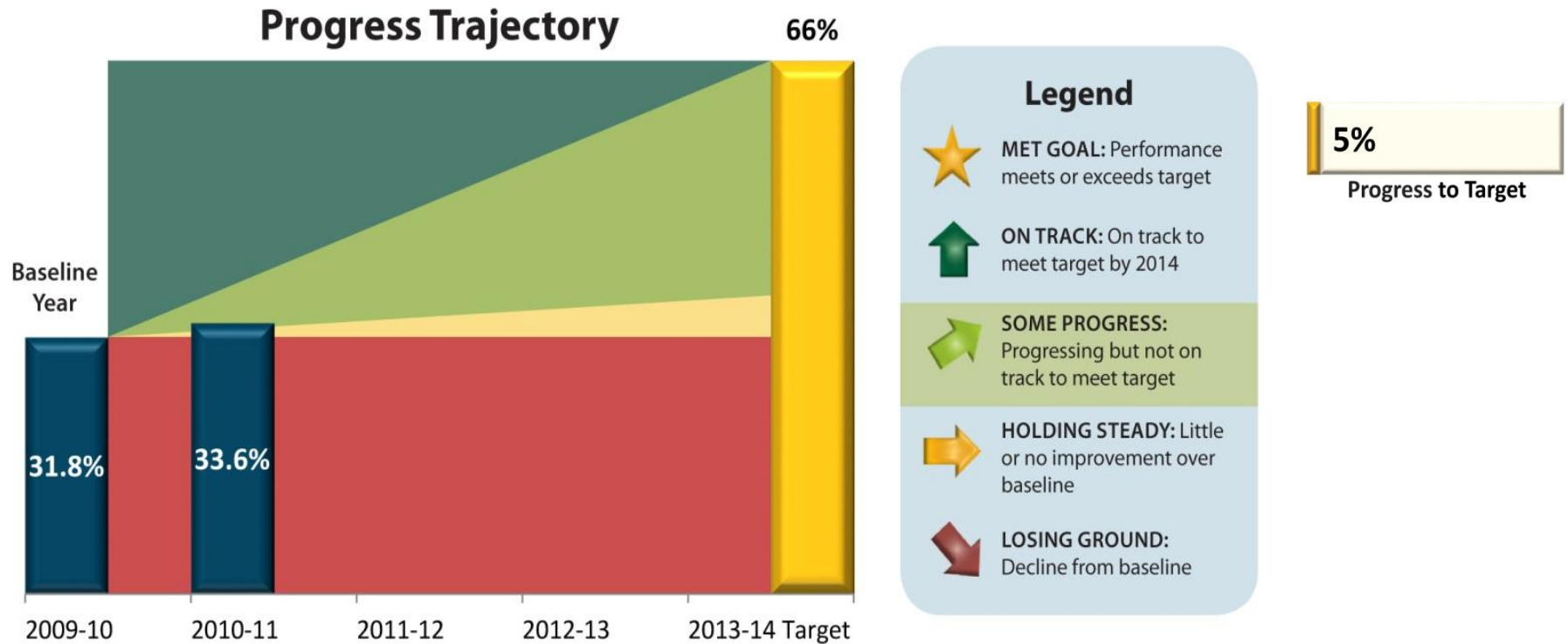
COLLEGE READINESS

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.



Readiness of all h.s. graduates in all subjects

Percent of recent Kentucky public high school graduates in the region who met statewide standards for readiness in English, mathematics, and reading.



Data source: Kentucky Department of Education (KDE), High School Graduates' College/Career Readiness Percentage

Lessons Learned



Involve higher education as early as possible when adopting new standards to gain buy-in and ownership.



K-12's success is critical to higher education's success.



P-20 collaboration is critical and must extend deep into each sector.



Assessment of readiness drives placement decisions for students, not admissions.

Related Benefits



Standardization of general education learning outcomes



Enhanced transfer opportunities across the system



Agreement on common placement exams and common learning outcomes for college readiness



Redesign of master's degrees for teachers/leaders incorporating more rigorous standards and continuous assessment strategies

**What's Next:
Teacher Preparation,
Professional Development,
and Developmental Education**

Recent KY Initiatives in Educator Preparation

- Redesign of master's degrees for teacher & principal programs.
- Requirement for teacher candidates to pass rigorous basic skills exams.
- Higher GPA requirement for admissions.
- Demonstration of essential teacher dispositions and 21st century skills for all candidates.
- Inclusion of high-quality clinical experiences (KY joined the Council for the Accreditation of Educator Preparation, a national alliance for clinical teacher preparation).

Difference in Beginning Teacher PD Need vs. Receipt

| Professional Development Area | % Indicating a Need in 2011 | % Indicating They Had 10 or More Hours Over the Past Two Years |
|---|-----------------------------|--|
| Differentiating Instruction | 74.3 | 43.8 |
| Special Education (Disabilities) | 71.8 | 25.1 |
| Closing the Achievement Gap | 70.4 | 29.1 |
| Special Education (Gifted/Talented) | 67.4 | 8.1 |
| Reading Strategies | 60.9 | 34.8 |
| Methods of Teaching | 58.4 | 48.1 |
| Student Assessment | 58.4 | 49.5 |
| Classroom Management Techniques | 55.9 | 31.2 |
| Integrating Technology into Instruction | 54.9 | 39.1 |
| Your Content Area | 46.0 | 50.3 |
| English Language Learners | 44.9 | 6.7 |

Source: TELL Kentucky: Creating Supportive School Conditions for Enhancing Teacher Effectiveness.



Frequency of Mentoring Activities Reported by New Teachers

| Mentoring Area | Never | Sometimes | At Least Once a Week |
|---|-------|-----------|----------------------|
| Observing my Mentor's Teaching | 37.5% | 54.4% | 8.2% |
| Analyzing Student Work | 14.0% | 58.3% | 27.7% |
| Reviewing Results of Students' Assessments | 13.2% | 61.1% | 25.7% |
| Aligning my Lesson Planning with State/Local Curriculum | 12.2% | 54.2% | 33.6% |
| Developing Lesson Plans | 11.1% | 56.3% | 32.6% |
| Addressing Student or Classroom Behavioral Issues | 7.3% | 54.8% | 38.0% |
| Reflecting on the Effectiveness of my Teaching | 5.6% | 57.2% | 37.2% |
| Being Observed Teaching by My Mentor | 5.5% | 84.0% | 10.5% |

Source: TELL Kentucky: Creating Supportive School Conditions for Enhancing Teacher Effectiveness.



Next Steps in Teacher Preparation

- Better integrate teacher preparation programs with colleges of Arts & Sciences and other content areas.
- Change the notion that elementary and middle school teachers should be “generalists.”
- Require teacher candidates to participate in intensive clinical experiences.
- Continue to elevate the selectivity of teacher preparation programs.
- Conform content of pre-service and professional development to TELL survey results.

Professional Development

- Improve professional development for school leaders to emphasize academic leadership.
- Involve Kentucky colleges and universities in the design and provision of research-proven, high-quality, effective professional development.
- Encourage growth of the Kentucky Partnership Academies (formerly known as Assessment Academies) and Regional Content Leadership Networks. Currently housed at three universities, the goal is to expand this network.

Developmental Education

- Rethinking and redesigning the delivery of developmental education
- Emporium model
- Learn on Demand
- Supplemental coursework
- Bridge programming